

Standard Operating Procedure for the Cyclical Review of the South Carolina PreK-12 Academic Standards and for the Development of New Academic Standards

**Prepared by Staff of the South Carolina State Department of Education (SDE)
and Staff of the South Carolina Education Oversight Committee (EOC)**

**May 2002
(Revised June 2003)**

Education Accountability Act of 1998 (EAA)

Article 1 General Provisions

Section 59-18-120. As used in this chapter:

(6) – ‘Academic achievement standards’ means statements of expectations for student learning.

Article 3

Academic Standards and Assessments

Section 59-18-300 - *The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography) and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for benchmark courses in mathematics, English/language arts, social studies, and science...*

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina’s schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

I. Purpose and Use of State-level Academic Standards*

- Academic standards define the common knowledge and skills that all children should know and be able to do.
- Academic standards are clear, complete, and comprehensible for all audiences: educators, policy makers, and the general public.
- Academic standards serve as the basis for decision-making and educational policy development.
- Academic standards serve as the basis for an objective and reliable statewide assessment.
- Academic standards provide the foundation for the development of curriculum at the district level.

II. Generic Specifications for Academic Standards*

- The content and skills described in the standards reflect the recognized essential concepts and basic knowledge of the discipline.
- The standards are rigorous (that is, both demanding and precise) and require students to apply, analyze, synthesize, and evaluate.
- The standards are clear, jargon free, and appropriate for each grade level.
- The standards are written at a level of specificity that will best inform instruction, neither so narrow as to be trivial nor so broad as to be meaningless.

- The standards reflect an appropriate balance of content and skills.
- The format makes clear how content and skills develop across grades (vertical alignment).
- The number and scope of the standards for each grade level is manageable for teaching, learning, and student mastery within an academic year.
- The standards are aligned with national and world-class standards.
- The standards provide the basis for the development of statewide assessments.

*Based on criteria from the Fordham Foundation, American Federation of Teachers, and the EOC for the review and revision of standards.

III. Process for Cyclical Review and Update of K–12 Academic Standards

Section 59-18-360 - The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, must examine the standards and assessment system to determine rigor and relevancy.*

**On June 5, 2003, the General Assembly passed Senate Bill 3361 to amend Section 59-18-360 of the 1976 Code, as added by Act 400 of 1998. Bill 3361 changed the review cycle from four years to seven years.*

SDE and EOC staff will determine jointly a cyclical review schedule for preK–12 (current) academic standards in accordance with the South Carolina law. (See suggested review schedule on page 10.) When the time arrives for the cyclical review of a discipline, the following steps will occur.

Review of Standards

1. SDE and EOC staff will establish jointly a schedule of activities.
2. SDE will identify a state panel to review the standards. The panel will consist of state experts in standards, testing, early childhood, special education, and the discipline under review.
3. EOC staff will identify a review panel from national educators and/or education groups to include experts in assessment.
4. EOC staff will identify a review panel from South Carolina parents, community leaders and business leaders.
5. EOC staff will identify a review panel of South Carolina special education teachers.
6. The three EOC panels and the state panel will meet concurrently to review the current standards in question and report recommendations for needed revisions. SDE and EOC staff will be invited to all review team meetings held by the other agency.
7. EOC staff will prepare a report on the review of the standards under review by the three external panels. SDE will prepare a report on the review of the standards by the state panel and submit this report to the EOC.
8. The report, including recommendations for changes to the standards document, will be presented to the Academic Standards and Assessments Subcommittee (ASA) of the EOC for approval.
9. Upon approval by the ASA subcommittee, the report and its recommendations will be presented to the full EOC for approval.

10. Upon approval by the full EOC, the report and its recommendations will be forwarded to the Superintendent of Education.

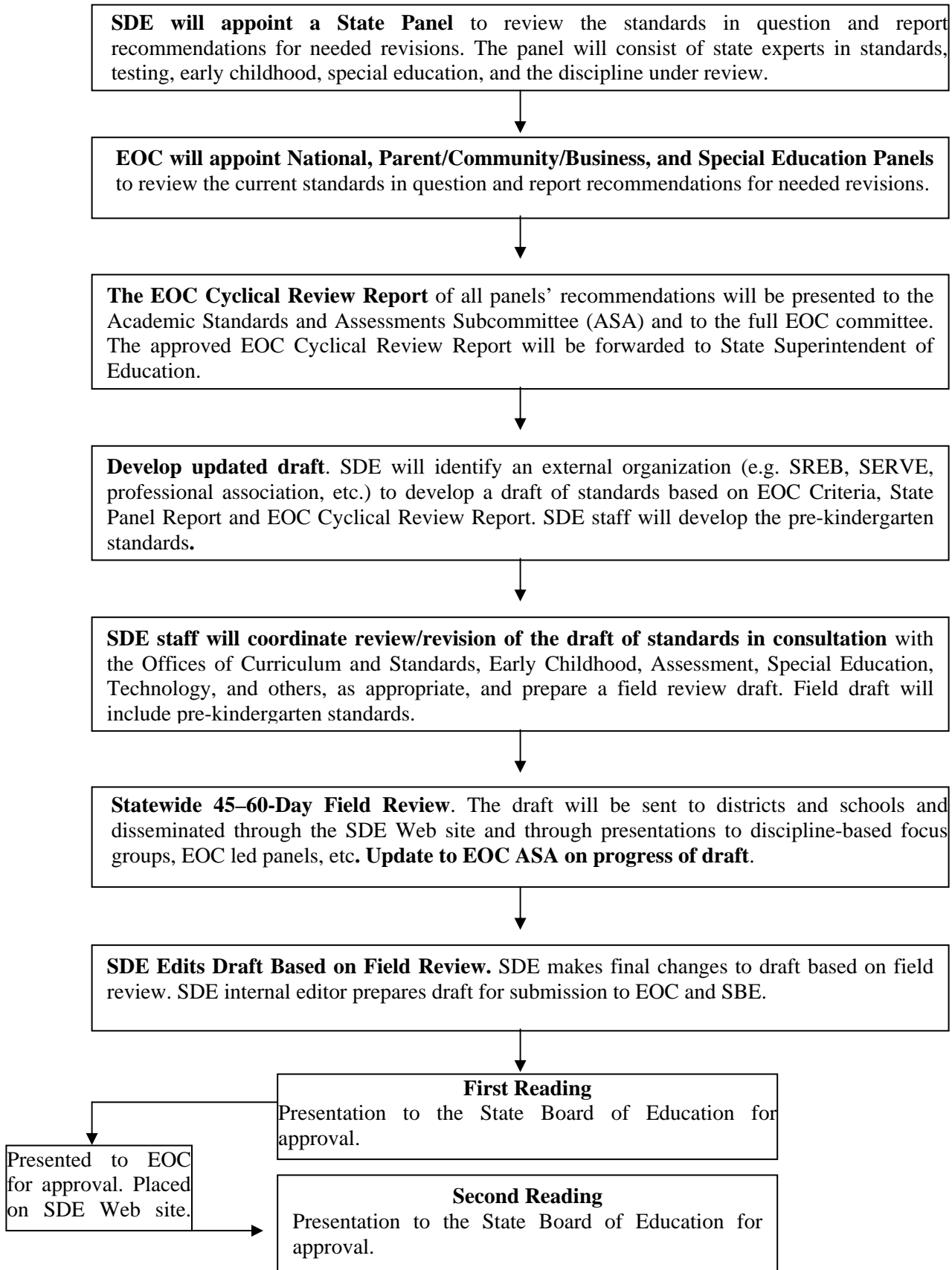
Revision of Standards

11. SDE staff will identify an external organization (*e.g.*, SREB, SERVE, professional association, etc.) to develop a draft of the standards under review based on the EOC criteria, the State Panel report, and the EOC Cyclical Review Report. SDE staff will develop the pre-kindergarten standards.
12. SDE staff will coordinate review/revision of the draft in consultation with the Offices of Curriculum and Standards, Special Education, Assessment, Technology, Early Childhood, and others, as appropriate.
13. SDE will prepare a field review version of the updated draft to include pre-kindergarten standards.
14. Draft of the standards will be disseminated for a 45–60-day field review period to South Carolina educators. The draft will be disseminated through the SDE Web site and through presentations to discipline-based focus groups, EOC led panels, etc.
15. SDE staff will provide an update on the progress of the review to the ASA subcommittee of the EOC.
16. Upon completion of the field review, SDE staff will coordinate any needed changes to the draft.
17. Revised draft will be edited by the SDE internal editor to meet the guidelines in the *State Department Manual of Style*.

Approval of Standards

18. Revised academic standards will be submitted to the State Board of Education for first reading approval.
19. Revised academic standards will be submitted to the ASA subcommittee of the EOC for approval.
20. Upon approval by the ASA subcommittee, the revised academic standards will be submitted to the full EOC for approval.
21. Upon approval by the full EOC, the revised academic standards will be placed on the SDE Web site and submitted to the SBE for second reading approval.
22. Newly adopted academic standards will be disseminated to South Carolina school personnel and school districts and placed on the SDE Web site.

Schematic Outline of the Schedule Established by the SDE and EOC for the Cyclical Review and Update of the PreK–12 Academic Standards



IV. Process for the Development of New Academic Standards

Section 59-18-320 - (D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

The South Carolina State Department of Education (SDE) and the South Carolina Education Oversight Committee (EOC) staff will determine jointly a schedule for the development of new academic standards in accordance with the South Carolina law. The following steps will occur.

Development of Standards

1. SDE and EOC staff will establish jointly a schedule of development activities.
2. SDE will either identify a development team which consists of experts in testing and the discipline (including special education and early childhood experts, if appropriate) or the SDE will identify an external organization (*e.g.*, SREB, SERVE, professional association, etc.) to develop a draft of the new standards. SDE staff will develop PreK standards. The EOC criteria and the generic specifications for academic standards will be used by the team/external organization.

Review of Standards

3. EOC staff will identify a review panel from national educators or education groups to include experts in assessment.
4. EOC staff will identify a review panel from South Carolina parents, community leaders and business leaders.
5. EOC staff will identify a review panel of South Carolina special education teachers.
6. The three EOC panels will review the draft of new standards and report recommendations for needed revisions. SDE and EOC staff will be invited to all review panel and team meetings held by the other agency.
7. EOC staff will prepare a report on the review of the new standards by the three external panels.
8. The review report, including recommendations for changes to the new standards, will be presented to the Academic Standards and Assessments Subcommittee (ASA) of the EOC for approval.
9. Upon approval by the ASA subcommittee, the review report and its recommendations will be presented to the full EOC for approval.
10. Upon approval by the full EOC, the review report and its recommendations will be forwarded to the Superintendent of Education.

Revision of Standards

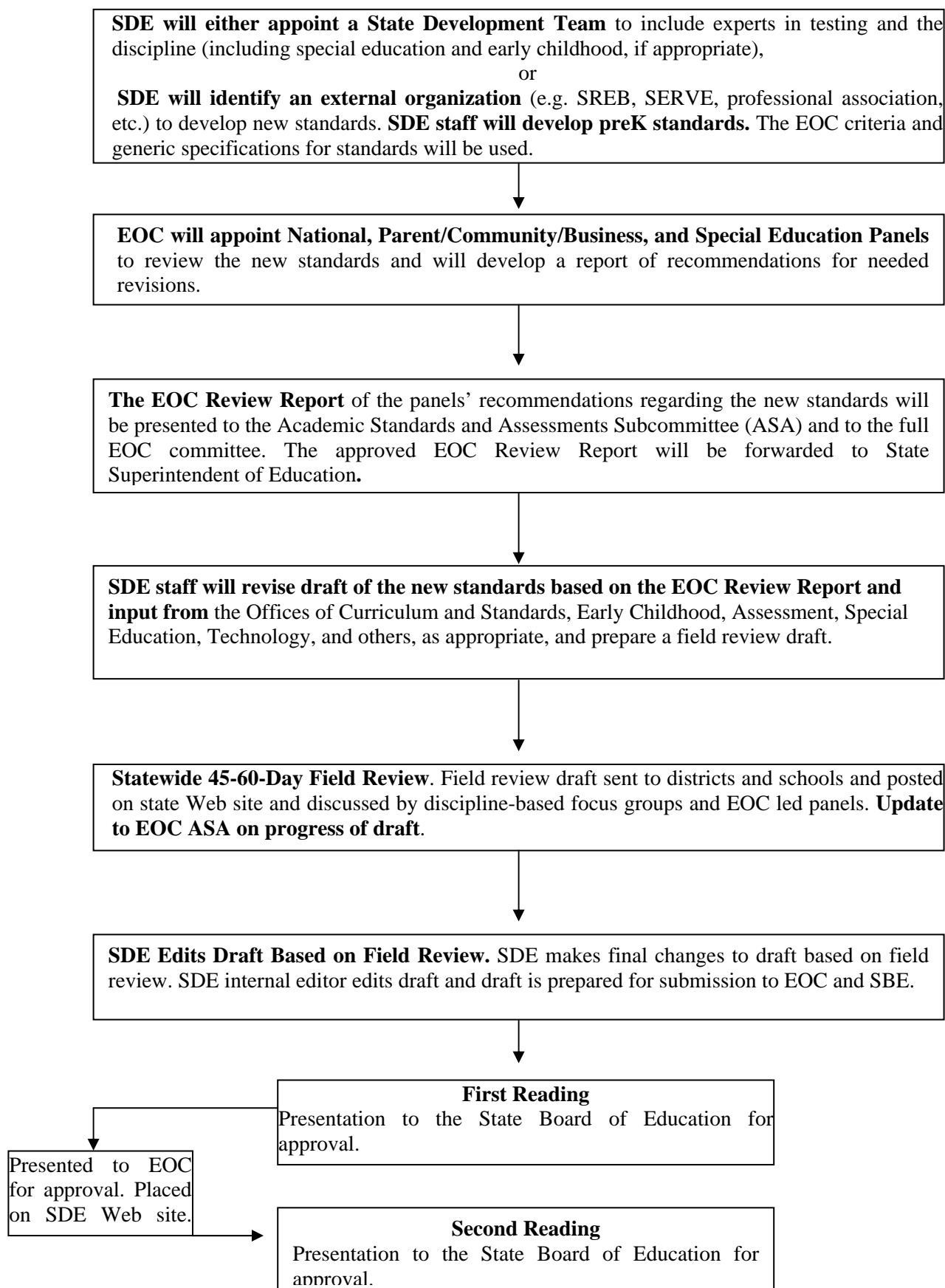
11. SDE staff will revise the draft of the new standards based on the EOC review report and input from the Offices of Curriculum and Standards, Special Education, Assessment, Technology, and Early Childhood as appropriate.
12. SDE will prepare a field review version of the new standards.
13. Draft of the standards will be disseminated for a 45–60-day field review period to South Carolina educators. The draft will be disseminated through the SDE Web site and through presentations to discipline-based focus groups, EOC led panels, etc.
14. SDE staff will provide an update on the progress of the draft to the ASA subcommittee of the EOC.
15. Upon completion of the field review, SDE staff will coordinate any needed changes to the draft.

16. Revised draft will be edited by the SDE internal editor to meet the guidelines in the *State Department Manual of Style*.

Approval of Standards

17. Revised academic standards will be submitted to the State Board of Education for first reading approval.
18. Revised academic standards will be submitted to the ASA subcommittee of the EOC for approval.
19. Upon approval by the ASA subcommittee, the revised academic standards will be submitted to the full EOC for approval.
20. Upon approval by the full EOC, the revised academic standards will be placed on the SDE Web site and submitted to the SBE for second reading approval.
21. Newly adopted academic standards will be disseminated to South Carolina school personnel and school districts and placed on the SDE Web site.

Schematic Outline of the Schedule Established by the SDE and EOC for the Development of New Academic Standards



V. Process for Cyclical Review and Update of PreK–12 Standards for the Visual/Performing Arts, Foreign Languages, Physical Education, and Health/Safety Education

The South Carolina State Department of Education (SDE) staff will determine when pre-K–12 (current) standards in visual/performing arts, foreign languages, physical education, and health/safety education will be revised. When the time arrives for the review of a discipline, the following steps will occur.

Review of Standards

1. SDE staff will establish a schedule of activities.
2. SDE will identify a state panel to review the standards and recommend changes to the standards. The panel will consist of state experts in standards, testing, early childhood, special education, technology, and the discipline under review.

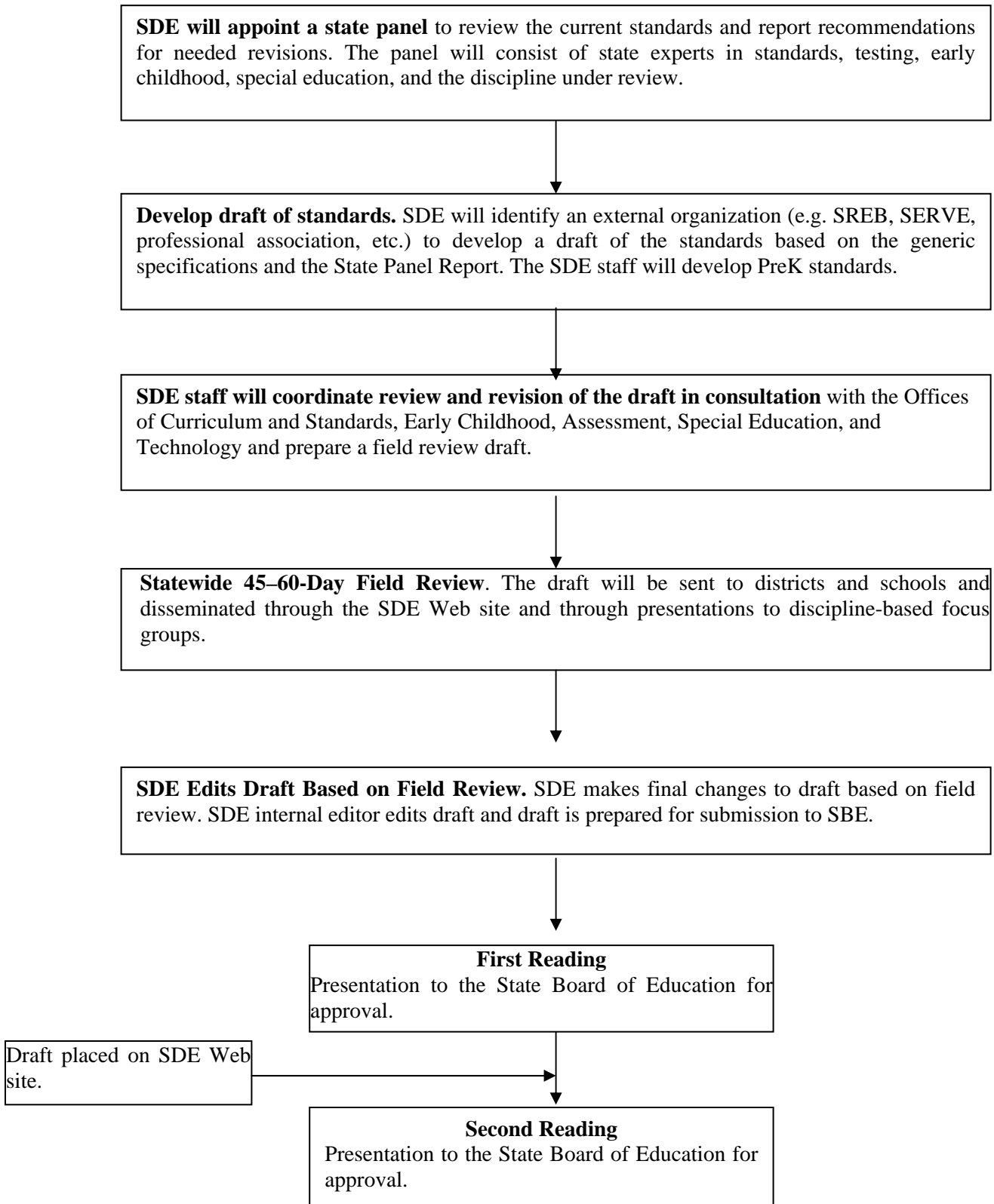
Revision of Standards

3. SDE staff will identify an external organization (*e.g.*, SREB, SERVE, professional association, etc.) to develop a draft of the K–12 standards based on the generic specifications for standards and the State Panel report. The SDE will develop PreK standards.
4. SDE staff will coordinate review of the draft in consultation with the Offices of Curriculum and Standards, Special Education, Assessment, Technology, Early Childhood, and other offices, as appropriate.
5. SDE will prepare a field review version of the standards.
6. Draft of the standards will be disseminated for a 45–60-day field review period to South Carolina educators. The draft will be disseminated through the SDE Web site and through presentations to discipline-based focus groups.
7. Upon completion of the field review, SDE staff will coordinate any needed changes to the draft.
8. Revised draft will be edited by the SDE internal editor to meet the guidelines in the *State Department Manual of Style*.

Approval of Standards

9. Revised academic standards will be submitted to the State Board of Education for first reading approval.
10. Revised academic standards will be placed on the SDE Web site and submitted to the SBE for second reading approval.
11. Newly adopted academic standards will be disseminated to South Carolina school personnel and school districts and placed on the SDE Web site.

**Schematic Outline of the Process for the Review and Revision of PreK–12
Visual/Performing Arts, Foreign Languages, Physical Education, and Health/Safety
Education Standards**



Timeline for Cyclical Review and Update of Standards
(Based on Section 59-18-360 as amended June 5, 2003)

Social Studies													
Standards Review	10/03	9/04	12/04	4/05	12/05	4/06	9/06	12/06	4/07	12/07	4/08	9/08	12/08
	Review	Review	SBE adopts										

Science													
Standards Review	10/03	9/04	4/05	12/05	1/06	9/06	12/06	4/07	9/07	12/07	4/08	9/08	12/08
		Review	Review	SBE adopts									

Mathematics												
Standards Review	9/06	4/07	12/07	4/08	12/08	4/09	12/09	4/10	12/10	4/11	9/11	4/12
	Review	Review	SBE adoptst									

English Language Arts												
Standards Review	9/06	4/07	12/07	4/08	12/08	4/09	12/09	4/10	12/10	4/11	9/11	4/12
					Review	Review	SBE adopts					

Foreign Languages													
Standards Review	9/03	9/04	4/05	12/05	4/06	9/06	12/06	4/07	9/07	12/07	4/08	9/08	12/08
					Review	Review	SBE adopts						

Physical Education												
Standards Review	9/03	9/04	12/04	12/05	4/06	9/06	12/06	4/07	12/07	4/08	9/08	12/08
										Review	Review	SBE adopts

Visual and Performing Arts													
Standards Review	9/06	12/07	4/08	12/08	1/09	9/09	12/09	4/10	12/10	4/11	9/11	4/12	12/12
							Review	Review	SBE adopts				

**Standard Operating Procedure
for the Cyclical Review of the South Carolina PreK–12 Academic
Standards and for the Development of New Academic Standards
(Revised September 2003)**

These standard operating procedures for standards review, revision, and development are agreed upon by both the State Department of Education and the Education Oversight Committee. If these procedures need modification, both groups will participate in the revisions.

Sandra R. Lindsay, Deputy Superintendent
Division of Curriculum Services and Assessment
State Department of Education

Date

Jo Anne Anderson, Executive Director
Education Oversight Committee

Date